



Overview



Trainer's Script

Instructions, Materials, Equipment

EQUIPMENT and MATERIALS



Computer with Power-Point (PPT) or Overhead projector and screen



Transparencies O-1 to O-8 or Overview PPT

Optional:
blank transparencies and pens



Handouts O-1 to O-4

- Newsprint and markers
- Registration Form and Sign-In Sheet from Supplemental Trainer Materials

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 45 minutes (approximate)

Local Information

Gather local data and prepare a short presentation outlining why it is important for early care and education providers to take the *Every Child Reads 3-5 Literacy Training*. You may want to present information about:

- local school district's reading test scores
- perceptions of local kindergarten teachers regarding local children's readiness when they enter school, and
- percentage of children, birth to 5 years, in child care settings, etc.

Activity Cards

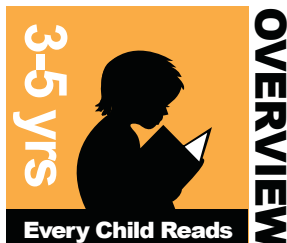
Prepare cards for the literacy development group activity before the training session.

- Duplicate one copy for each person of pages 5 through 8 from Handout O-4: *Emerging Literacy: Linking Social Competence and Learning*
- Trim these cards and divide them into two groups: Developmental Age Cards ("Stages") and Activity Cards ("Adults Can....")

Literacy Development Information

Consider distributing additional handouts on children's literacy development, as this is an area where many providers lack information. Go to the Iowa State University Extension Web site at [<http://www.extension.iastate.edu/pubs/ch.htm>] and the Iowa Public Television Web site at [<http://www.iptv.org>].

...continued...



EQUIPMENT and MATERIALS

TRAINER NOTES

Training Agreement

It is optional to distribute and discuss Handout O-1, the *Every Child Reads Literacy Training Agreement*. If you do use it, you may wish to modify it to include your own requirements.

Name Tags

Provide name tags for yourself and all participants.

Provider Sites Shown in Videos

Participants may have questions about the sites shown in the ECR 3-5 videos. A brief description of each site is located in the Supplemental Trainer Materials for this module.

Job Aids

Bookmarks and posters containing key points from each module are available in two formats: 3-1/2x8 bookmark (ready to print as three panels 8.5x11 paper) and 11x17 poster. They are to be distributed at the end of Principle 3 in each module.



Trainer's Script

OVERVIEW

ACTIONS / MATERIALS



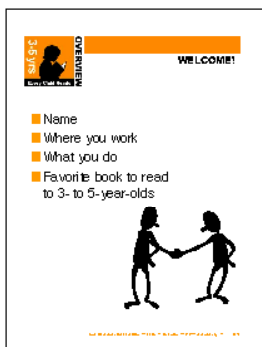
**Display PPT or
Transparency
O-1**



**Distribute
Handout O-2:
*Transparency
Notes:
Overview Module***



**Display PPT or
Transparency
O-2**



TRAINER'S SCRIPT

Welcome to the Every Child Reads: 3-to-5 Year Old Getting Ready to Read Literacy Training. Thank you for taking time to attend.

Let's start by getting to know each other. Please tell us your name, where you work, what you do, and your favorite book to read to 3- to 5-year-olds.

I'll start. My name is _____. I work at _____, and my job is to _____. My favorite book to read to 3- to 5-year-olds is _____.



Trainer's Script

ACTIONS / MATERIALS

After you have introduced yourself, ask the participants to introduce themselves.

If all participants are from the same place of work, you may be able to skip participants sharing their names, etc., and just do the Focus Activity about their favorite book.

Additional Focus Activities are included in the Supplemental Trainer Materials.

Please use one Focus Activity at the beginning of each class.

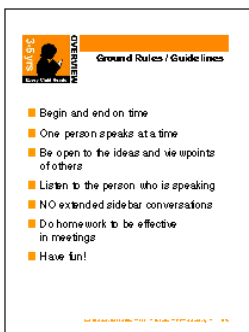
TRAINER'S SCRIPT



ACTIONS / MATERIALS



**Display PPT or
Transparency
O-3**



Other sample Ground Rules / Guidelines can be found in the Supplemental Trainer Materials, or you may develop your own.

Record participants' responses on chart paper or transparency.

Mention housekeeping details: location of restrooms, refreshments, when breaks will be, etc.

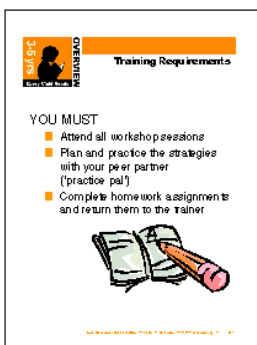
TRAINER'S SCRIPT

These are the guidelines or ground rules I'd like us to follow when we meet. Are there others you would like to add that you think will make our classes more effective and efficient?

ACTIONS / MATERIALS



**Display PPT or
Transparency
O-4**



**Distribute
Handout O-1:
*Every Child
Reads Literacy
Training
Agreement
(optional)***

**If you include
attendance at follow-
up sessions or any
other items as course
requirements, mention
them now.**

TRAINER'S SCRIPT

Let's review workshop requirements. You must:

- Attend all workshop sessions.
- Plan lessons or activities using the strategies you are learning with a peer partner ("practice pal"). This partner should be someone you are comfortable working with from your early care and education setting. If no one else is in the class from your setting, please see me and I will help you find a partner. Please think about who you would like to be your peer partner or practice pal.
- Practice the strategies with 3- to 5-year-old children and observe your peer partner practicing the strategies. We will explain how to do the observations later. When you are observing, you are not there to critique each other but rather to learn from each other and gather new ideas.
- Complete homework assignments and return them to me.

Your directors and supervisors know about these requirements and have agreed to them.

Any questions or comments about what we have covered so far?

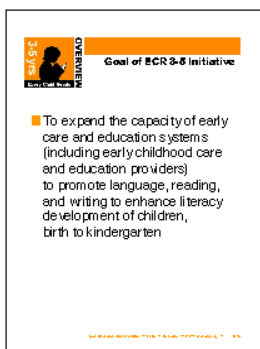
If you are willing to meet these requirements to the best of your ability, please sign this form.



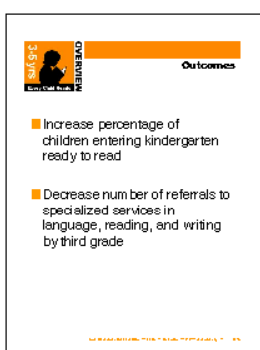
ACTIONS / MATERIALS



Display PPT or Transparency O-5



Display PPT or Transparency O-6



TRAINER'S SCRIPT

Every Child Reads is a statewide initiative lead by the Iowa Department of Education.

The goal of Every Child Reads is to expand the capacity of early care and education systems (including early childhood care and education providers) to promote language, reading, and writing to enhance literacy development of children birth to kindergarten.

The expected outcomes of the initiative are:

- Increase the percentage of children entering kindergarten ready to read.
- Decrease the number of referrals to specialized services in language, reading, and writing by third grade.
- Notice that the focus is to have a positive influence on children before they get to kindergarten and that these efforts become apparent while children are in their primary grades.

This supports what we know about early childhood education. Namely, there are key opportunities

...continued...



ACTIONS / MATERIALS

Insert your local data to emphasize the need for training in literacy development.

TRAINER'S SCRIPT

during the first 5 years of life where significant learning takes place. This learning fundamentally shapes the success of later years.

We want to do something during these early years to positively influence children's reading success in elementary school.

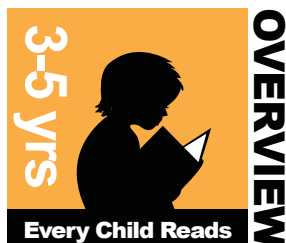
Why are we offering the *Every Child Reads 3-5* training? There is a growing concern in Iowa over declining test scores.

Many kindergarten teachers believe that some children entering kindergarten are not ready to learn to read.

There is evidence that a few simple strategies, used regularly by families and early care and education providers, before young children enter school, helps prepare children for reading when they get to elementary school.

These convictions are supported by research in literacy development. This training will teach you strategies and how to use them.

...continued...



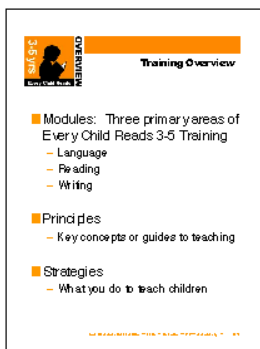
Trainer's Script

ACTIONS / MATERIALS

TRAINER'S SCRIPT



**Display PPT or
Transparency
O-7**



The strategies we recommend do not necessarily mean doing new things. Rather, they emphasize children interacting with language, reading, and writing.

We expect this training to result in increased and improved interactions between early care and education providers and children. It is these interactions that will lead to young children becoming better prepared for kindergarten.

Let's talk a little more about the training. It is based on three modules or three primary areas of children's needs: language, reading, and writing.

Each module is then divided into three principles. Principles are the researched key concepts or main ideas you'll rely on to guide your teaching. For each principle, there are specific strategies, based on research, to enhance children's getting ready to read. Strategies are what you do to teach the children.

The training is very practical since it will move quickly from principles to strategies to practice of the strategies.



ACTIONS / MATERIALS



**Distribute
Handout O-3:
*Training
Overview:
Modules,
Principles, and
Strategies***

**Allow 5 minutes for
review**

TRAINER'S SCRIPT

This handout outlines the modules and principles as well as the strategies so you can see the scope of the entire training.

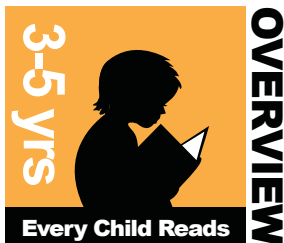
Take a few minutes to review it.

Questions?

As we move through each module, you will notice that each principle has outcomes for the adult participants. These outcomes are based on the strategies we want you to learn and use.

When adults focus on the outcomes in each principle, they change their behavior and

...continued...



ACTIONS / MATERIALS

TRAINER'S SCRIPT

interactions with children. As a result, the adults support the development of skills in children and prepare them for learning to read.

The Iowa Early Learning Standards are also included in each principle.

Iowa Early Learning Standards are statements that describe expectations for the learning and development of young children, ages 3 to 5, across the areas of physical well-being and motor development; approaches toward learning; social, and emotional development; communication, language and literacy; mathematics and science; and creative arts. In other words, the standards focus on what children should know and be able to do.

The Iowa Early Learning Standards are designed to guide parents and professionals to ensure that all children experience high quality early care and education and are prepared for kindergarten.

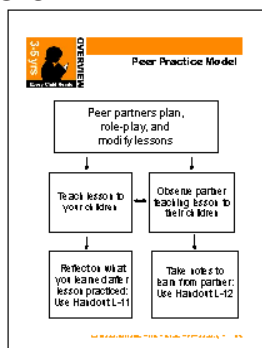
Each module addresses one or more of the Iowa Early Learning Standards in the area of communication, language, and literacy. There are benchmarks written for each standard in this area. The principles in this training focus on these benchmarks.

The principles give you the tools to assist children in developing the skills and meeting these benchmarks.

ACTIONS / MATERIALS



Display PPT or Transparency O-8



TRAINER'S SCRIPT

To assist you with understanding these strategies and becoming comfortable using them, we will use a peer partner model during the training. This model guarantees you will not only learn these strategies, but you'll be better able to make them a regular part of the care and education you provide to children.

This is the way the peer partner model works.

First, you will select someone you want to work with to be your partner. This should be someone who works in the same place if possible.

During class, you and your partner will have time to plan lessons together using the strategies you have learned. You will also have time to practice or role-play the strategies with your partner and then modify your lessons.

In between class sessions, we will ask you to teach your lessons to your children so you can practice the strategies and see if they work.

After you teach your lessons, you will reflect on them and answer questions about how the children responded, what you would do differently the next time you used the strategies, and so on. Teaching your lesson and reflecting are the two components of your homework assignments.

With some of the more complex strategies, we will ask you to observe your partner teaching the lessons you planned together in class. This will give

...continued...



ACTIONS / MATERIALS

If you are training home providers, please see Supplemental Trainer Materials for a peer practice model that can be modified for these participants.

TRAINER'S SCRIPT

you an opportunity to learn from your partner and the children.

It will be an opportunity to see, as an outsider, how the strategies work with children. As the observer, you will not be evaluating your partner. Rather, you will be learning about the ways children respond to the strategies.

You will only do observations with a few of the strategies. I will help you set this up when the time comes.

At the beginning of each class, we will discuss the strategies you practiced with your children, answer your questions, and try to solve any problems you might have had when using the strategies.

Questions or comments about the peer practice model?



ACTIONS / MATERIALS

Distribute appropriate Development Age ("Stage") Cards to each group

TRAINER'S SCRIPT

Let's spend a little time discussing the developmental continuum of learning to read.

The knowledge of children's literacy development guides adult's decisions about the types of literacy-rich experiences to plan throughout the day.

Let's do an activity to review the literacy skills children demonstrate at various stages of development. We will also be reviewing the developmentally appropriate activities adults may provide to support children's learning at each stage of development.

Please form groups of 2 to 3 people. Introduce yourselves if you don't know each other.

I am going to assign a developmental age level to each small group:

- groups 1 and 2: 24 to 36 months (Stage 6)
- groups 3 and 4: 3 to 4 years (Stage 7)
- groups 5 and 6: 4 to 5 years (Stage 8)

Please take 5 minutes to read your card and discuss it as a group. Make sure you understand the information on your card.



ACTIONS / MATERIALS

After 5 minutes, call the group together

Distribute Activity Cards
("Adults Can....") to each group

Each group should receive an Activity Card for Stages 6, 7, and 8.

After 7 minutes, call the group together

TRAINER'S SCRIPT

Questions about any of the information on the cards?

The cards I just gave you list ideas of developmentally appropriate literacy activities adults can do with children. Read all three cards. Then, as a group, decide which set of activities best matches the developmental age card your group has.

Take 7 minutes to read all three activity cards and decide which one best matches your Age card. Questions about what you are to do?

ACTIONS / MATERIALS



Distribute
Handout O-4:
*Emerging
Literacy:
Linking Social
Competence and
Learning*

After 2 minutes, call
the group together

If participants suggest
activities, encourage
them to write ideas on
Handout O-4

TRAINER'S SCRIPT

Please compare your match with the handout.
Take 2 minutes to do so.

Let's discuss your matches. Did anyone have
anything different from the handout?
Are there additional literacy activities adults could do
for each age level?

This handout also provides information about very
young children's development. Please read those
sections when you have time. Keep this handout so
you can refer to it during the other modules.



Trainer's Script

ACTIONS / MATERIALS

Distribute any additional child development information

Allow 3 minutes for writing

Call group together

Collect participants' papers and review them when planning future sessions of ECR Training

TRAINER'S SCRIPT

This completes the Every Child Reads Overview information.

Now, please write on a piece of paper the information you hope to learn from this training. Take about 3 minutes to write some of your thoughts. I will collect your papers and return them to you at our next session. After I return them to you, keep these papers and, at the end of the training, we'll see if we provided the information you want.

Do you have any other questions?